A Systematic Review: **Relationship between Teacher's Professional Development and Students' Academic Achievement**

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Abstract

Education is a developing process, which reflects itself in the changes around the world. The increase in demand for high quality education is changing education and is reminiscent of a continuous process, like a circle, and teachers, who are supposed to be the driving force behind the provision of inclusive and high-quality education for students, have to stay at the cutting edge of new trends of education. They should try to move away from the banking system of education and move towards a discovery learning system. Nonetheless, we assume that teachers' professional development should be one of the priorities to help educators enlighten and prepare students with the right tools they need to succeed in the world and to contribute to the society. This article reviews the link between teachers' professional development and students' academic achievement using Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to develop quantitative data extraction from ERIC, JSTOR, ScienceDirect, NCBI, and also Google scholar to provide a quantitative overview of the existing evidence. The review found a significant relationship between teachers' TPD and students' academic achievement. The study further suggests more research on TPD, especially on teacher's research skills. In conclusion, it seeks to suggest that policy-makers invest in teacher professional development as it is a way to improve students' academic achievement and teachers' personal development.

Keywords

Collaboration, Development, Educators, Learners' Achievement.

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